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ABSTRACT

This syllabus was developed to assist in educating teachers and administrators in parent involvement by providing information on parent involvement that will facilitate the technical assistance efforts of preservice and inservice for appropriate personnel. The syllabus has three major sections: (1) Rationale; (2) Key Participants in Parental Involvement; and (3) Communication Strategies. Each of these sections begins with an introduction, followed by an explanation of the appropriate major topics and a list of the key ideas for each topic. Both sections 2 and 3 make reference to the Resource Package in which specific appendices give examples of various resources for instructing teachers and administrators in parent involvement. (SI)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

A SYLLABUS AND RESOURCE PACKAGE FOR EDUCATING TEACHERS AND ADMINISTRATORS IN

PARENT INVOLVEMENT

BULLETIN 1836

1988

WILMER S. CODY

STATE SUPERINTENDENT

U.S. DEPARTMENT OF EDUCATION
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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

A SYLLABUS AND RESOURCE PACKAGE FOR EDUCATING TEACHERS AND ADMINISTRATORS IN

P A R E N T I N V O L V E M E N T

BULLETIN 1836

1988

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FOREWORD

This Syllabus and Resource Package is designed to be used in preparing administrators and teachers to promote a healthy school environment which encourages parents to be partners in the education of their children. Providing enriched educational opportunities for children requires that parents become actively involved in the total educational process. This document provides specific ways for educators to enlist the assistance of parents as active contributors in the implementation of essential learning experiences for their children.

Wilmer S. Cody
Superintendent of Education

TABLE OF CONTENTS

Foreword..... ii

Table of Contents..... iii

State Board of Elementary and Secondary Education..... iv

Statewide Committee on Parental Involvement..... v

Acknowledgements..... vi

Preface..... vii

I. Rationale..... 1

A. Parents and Teachers as Partners..... 1

B. Historical Perspective..... 1

C. Current Research..... 1

D. Roles of Educators..... 2

II. Key Participants in Parental Involvement..... 2

A. The Parent..... 3

B. The Teacher..... 4

C. The Principal..... 4

D. Support Personnel..... 5

E. The Community..... 6

III. Communication Strategies..... 7

A. Listening Skills..... 7

B. Clarifying Responses..... 8

C. Types of Messages..... 8

D. Written Communication..... 10

E. Parent-Teacher Conferences..... 10

Resource Package; Appendices..... 12

Selected Resources and References..... 60

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PREFACE

It is a well-established fact that parental involvement in the education of children is closely related to the children's academic achievement. An effective program for involving parents in the schooling of their children logically requires specific instruction for teachers and administrators. This Syllabus and Resource Package has been developed to assist in educating teachers and administrators in parent involvement by providing information on parent involvement which will facilitate the technical assistance efforts of preservice and inservice for appropriate personnel. The target audience of this document, then, is the educator who provides teacher and/or administrator instruction. Included in this audience are the teacher or administrator in Local Education Agencies who provide professional development opportunities and college/university personnel whose students are either prospective or practicing teachers.

The three major sections of the Syllabus are (1) Rationale, (2) Key Participants in Parental Involvement, and (3) Communication Strategies. Each of these sections begins with an introduction, followed by an explanation of the appropriate major topics and a list of the key ideas for each topic.

Both sections II and III make reference to the Resource Package in which specific appendices give examples of various resources for instructing teachers and administrators in parent involvement. These resources are not exhaustive but we hope they will prove useful to the reader.

The reader is cautioned not to equate the Syllabus with a "cookbook." There is, unfortunately, no easy, fool-proof recipe for instructing teachers and administrators in parent involvement. Instead, the Syllabus and Resource Package can provide both guidance and materials for teacher or administrator seeking to develop or enhance parent involvement initiatives. The Statewide Committee on Parental Involvement has endeavored to include only appropriate and useful materials in this publication; however, it is the responsibility of those using materials to verify their appropriateness for use in specific situations.

I. Rationale

Introduction

Parents and teachers, by virtue of their respective roles in the growth and development of the child, are natural allies in the educational process.

A. Parents and Teachers as Partners

Because of their mutual concern for children, parents and teachers must work together to provide optimal conditions for the growth and development of the children in all areas. Parents are responsible for developing a home atmosphere for and an attitude toward education which will enhance the development of their children. Teachers must share in this responsibility by welcoming parental participation in their children's education and by providing guidance for parents in assisting the educational progress of their children.

Key Ideas

- Parents and teachers must work together.
- Parents should help develop good attitudes toward education.
- Teachers work with parents and welcome their involvement.

B. A Historical Perspective

Historically, parents have been directly involved in the education of their children. During colonial times, the family and church were primarily responsible for the education of children. As the United States grew and the scope of American education expanded, schools increasingly became the responsibility of professional educators. Despite the alienation of parents from the educational process during the middle of the twentieth century, a resurgence of parental involvement has evolved from the civil rights movement. Many programs such as Head Start and Title I began to focus on parental participation. The importance of parental involvement is of increasing concern to educators.

Key Ideas

- In colonial times, parents and church provided education.
- In middle of the twentieth century, parents became less involved with schools.
- During civil rights movement, programs were developed which encouraged parental participation.

C. Current Research

Current research has revealed that parental involvement in the education of the child is important from birth through high school. Studies show that two-thirds to three-fourths of all usable language is acquired by age three, indicating the importance of the home environment to school success. Other studies show that students' academic performance improves when parents are directly involved in the educational process.

Key Ideas

- o Research shows influence of home on child's early development.
- o Research shows that direct parental involvement impacts academic success.

D. Roles of Educators

In guiding parents in developing attitudes and a home atmosphere which will enhance their children's growth, educators have many roles. Administrators should coordinate programs which encourage parental involvement such as parent-teacher organizations, parent volunteer programs, home visits, "open house" activities, parent conferences, and school-community projects. They should make parents feel welcome at school. They should also boost faculty morale by recognizing the extra efforts of the faculty and by emphasizing the benefits of getting the parents involved in the educational process. Although administrators are key elements in parental involvement programs, individual teachers are the most critical components. Teachers must work with parents as well as children. They must serve as the primary communicators of information between the school and the parents. Teachers must be responsible for conducting conferences, sending written communications, making and accepting telephone calls, and participating in workshops and meetings. Support personnel such as nurses, specialists, secretaries, aides, and psychologists must also recognize their roles in involving parents. They should make parents feel comfortable in the school, communicate information in a clear way, and guide parents in helping their children learn.

Key Ideas

- o Administrators should coordinate programs for parental involvement, make parents feel welcome at school, encourage teachers to involve parents, and recognize teachers' efforts to do so.
- o Teachers are the critical components of parental participation programs.
- o Teachers are the primary communicators between school and home.
- o Support personnel are important in involving parents.

II. Key Participants in Parental Involvement

Introduction

Individuals are the key to implementing home/school partnerships. Without key participants, the successful establishment of a partnership between parents and educators is impossible. Not only is the solicitation of teachers and parents a must, but other individuals have key roles and need to be involved in order to make this partnership workable. As such, the success of the partnership is the result of a cooperative effort from the following: parents, teachers, principals, support personnel, and the community. Each has a definite role in developing, establishing, and supporting parental involvement in the schools.

Parents influence values, morals, language patterns, behavior modes, literacy levels, and the types of basic concepts acquired prior to any formalized school experiences. With the onset of formalized education, parents serve as the liaison between children and school, by either supporting and/or complementing school functions. Multiple methods are used in the home to enhance the school learning experiences children receive. This includes the following: providing conducive environments for "at home" learning, enhancing study and time management skills, and using community resources to extend the school's curriculum.

A. The Parent - Parents become involved in the educational process with, or even before, the birth of their children. Parents assume the role of their children's first teachers and therefore establish a (sometimes hidden) "curriculum of the home." This curriculum is emitted from the cultural and economic factors which surround the family unit.

Key Ideas

- o Establishes curriculum of the home at birth of children
- o Acts as a liaison between children and schools
- o Supports and complements school activities
- o Encourages basic concepts
- o Instills values/morals
- o Models language/behavior
- o Encourages literacy
- o Provides opportunities in content areas, etc., reading, writing, and numeration
- o Provides appropriate materials
- o Demonstrates interest in school life
- o Seeks to share daily experiences
- o Provides a conducive learning environment:
  - Suitable study area
  - Appropriate lighting
  - Supplies necessary materials
  - Reduces interruptions
  - Limits TV
  - Selects quality TV programs

- o Encourages the use of appropriate study skills
- o Aids with Time Management:
  Helps child/children organize time
  Helps set realistic goals
- o Enhances learning by helping with homework
- o Uses community resources:
  Library
  Museums

B. The Teacher - As the primary link between children, parents, and the schools, teachers play a pivotal position in bridging school/home partnerships. Whatever convictions, attitudes, and beliefs teachers maintain, they have the ability to encourage and/or hinder parental school support and involvement. Yet, in order to successfully encourage parental participation, teachers need to develop assertive leadership roles. Without the skills to develop these roles, however, teachers may unknowingly let potential resources slip by. Untapped resources, especially those which parents can provide, create a tremendous loss for schools, teachers, and children at large.

Key Ideas

- o Plays pivotal role
- o Encourages or hinders parental partnerships
- o Adopts leadership roles
- o Influences roles by convictions, attitudes, and beliefs
- o Exhibits awareness/openness for accepting parents
- o Seeks/Uses parental participation
- o Assumes/Expects parental participation
- o Utilizes parental strengths
- o Provides workshops
- o Makes referrals as needed

C. The Principal - Because a strong positive relationship exists between student achievement and parental involvement, it behooves school principals to encourage, develop, and implement means for parents to become involved with school life. Therefore, principals have role-specific responsibilities related to parental involvement activities. These include instructional and non-instructional activities.

Key Ideas

- o Develops ways for parental participation in instructional activities
  - Attracts parental volunteers
  - Instructs parental volunteers
  - Assigns parents to teachers
    - Classroom aides
    - Tutors

- o Develops ways for parental participation in non-instructional activities
  - Provides support for parents
  - Conducts surveys
  - Publishes school newsletter
  - Provides methods for parents/teachers partnerships
    - Workshops
    - Inservice
    - PTO/PTA

  - Assigns parental volunteers to non-instructional activities
    - Office support
    - Lunchroom aides

  - Establishes special days and events
    - Fairs, i.e., social studies, science, book
    - Grandparents' Day
    - Book Character Day (Library Week)
    - Carnivals, Mardi Gras, Louisiana Day
    - Volunteer (playground, yard work)
    - Sports events
    - Plays, concerts

D. Support Personnel - A school's responsibility is to meet the educational needs of children. This includes not only academic objectives, but non-academic ones as well. The role of support personnel is to enhance, aid, and encourage parental participation if these objectives are to be successfully met. Though the number and category of support personnel may vary in the school system, key persons are typically placed in schools.

Key Ideas

- o Enhances and supports educational endeavors

- o Encourages parental participation

- o Certified positions
  - o School psychologist
  - o Social worker
  - o Special programs
    - Speech/language
    - Special education
      - Handicapped
      - Gifted
  - o Educational consultant
  - o School nurse
  - o School counselor

- o Non-certified positions
  - Secretaries
  - Custodians
  - Cafeteria workers
  - Bus drivers
  - Others

- o Types of support personnel involvement
  - o Pupil Appraisal Placement Services
  - o Workshops
  - o Training of volunteers

E. The Community - Community involvement with school activities may vary depending upon geographic location, local economy, and resources available. Major goals of community involvement could be two-fold: 1) to provide opportunities for parents to become actively involved in the schools, and 2) to provide resources for children to practice educational skills acquired. Communication between the schools and community can support, enhance, supplement, and/or reinforce the educational objectives typically obtained through formalized schooling.

Key Ideas

- o Supports, enhances, supplements, and/or reinforces educational goals

- o Provides opportunities to encourage active parental/school involvement

- o Provides resources for practice of educational skills

  Adopt-A-School Programs

  Mentorships

  Big brothers/Big sisters

  Fraternities/Sororities

  Civic organizations

Resources

Appendix A - How to Study
Appendix B - How to Involve Parents in Content Areas
Appendix C - Ideas for Parent Involvement
Appendix D - Home-School Relations Assessment
Appendix E - Parent Tips for School Conferences
Appendix F - 76 Ways Volunteers Can Help at the Elementary School Level
Appendix G - 30 Ways Volunteers Can Help at the Secondary School Level
Appendix H - Ways Working People Can Help at School
Appendix I - 25 Ways to Show Appreciation to Volunteers

III. Communication Strategies

Introduction

Effective communication requires good listening, speaking, and writing skills. The educator will need to acquire and refine the use of both passive and active listening skills, as well as determine when to use them appropriately. Oral communication is a correlate of good listening. The clarifying response assists the communication process by examining values, giving information, clarifying thinking about a certain subject and stimulating reflective thinking. "I" messages serve as communication openers and in the resolution of conflict situations. Messages that tend to block communication require definition and avoidance (i.e., solution, put-down, indirect messages, etc.) in order to facilitate the communication process.

Because communication is an essential ingredient in meanful home-school relations, teachers and administrators must keep communication channels open. Even though written communication is one-way, it is a vital way to reach parents, particularly when they avoid contact with the school.

A. Listening Skills - Effective communication is possible using passive and active listening skills but the most effective listening is active listening. Active listening is especially desirable in dialogue with a parent because it achieves open communication, allowing persons to solve the problem themselves. It also helps individuals accept their own feelings.

Key Ideas

- Functions of passive listening: inviting and encouraging responses, being receptive, giving communication openers, etc.
- Passive listening behaviors: silent, yet attentive, maintains eye contact, attending behaviors, posture, non-verbal communication, etc.
- Functions of active listening: achieves open communication, encourages individual problem-solving, and helps validate feelings
- Active listening behaviors: repeats critical phrases, reflects on what has been said, repeats word-for-word, paraphrases, summarizes, uses non-verbal communication

Resources

Appendix J - Hints for Better Listening
Appendix K - Active Listening
Appendix L - Attitudes for Active Listening

B. Clarifying Responses - The clarifying response is a statement that encourages the communicator, through specific strategies, to assess values in order to give more information or to clarify own thinking. Questions such as, "Is this something that you value?" "How do you feel when this happens?" "Where would that idea lead?" are appropriate. "Why" questions tend to halt communication.

Key Ideas

- o Purposes of the Clarifying Response: To examine values, to give information, to clarify thinking about a certain subject, to stimulate reflective thinking

- o Techniques needed to avoid criticizing, moralizing, giving values, or evaluation and to look for solutions

C. Types of Messages - An effective communication opener is the "I - message." It is a non-judgmental, non-punitive, accurate description of some behavior below your acceptance level. It describes real effects on you of the behavior and of the feelings and emotions the behavior generates in you.

Construction of "I - message" depends on the situation and focuses on you rather than the other person, placing the blame on no one. Avoid "You - messages" which attribute blame and criticism. "You - messages" become verbal attacks.

Key Ideas

- o The "I - message" as a Communication Opener: non-judgmental, non-punitive, describes an unacceptable behavior

- o Components of "I - message": behavior, consequence, feelings

- o Avoid "You - message"

Resource Materials

Appendix M - "I - Message" Grid

The Conflict Resolution Process - uses Gordon's Teacher Effectiveness Training. Six stages help educators communicate more effectively with parents, as well as others. The stages are the definition of the problem, generation of possible solutions, evaluation/testing of various solutions, agreement on mutually accepted solution, implementation of solution, and final evaluation.

Key Ideas

- o Involvement of defining the problem: "I - messages," active listening, clarifying questions, acceptance of problem/definition
- o Involvement of generating possible solutions: creative brainstorming/no evaluation, possible solutions that meet the needs of both
- o Requirements of evaluation and testing of various solutions: honesty, rethinking (if necessary), providing additional solutions
- o Decision and commitment on a mutually acceptable solution
- o After agreement: written solution
- o Implementing the solution: specifies who, what, when and requires trust
- o Evaluation of the solution involves reprocessing when necessary, re-evaluating, and making modifications

Resource Materials

Appendix N - Conflict Resolution Process

Messages that Block Communication actually bring about confrontation or non-communication. These are referred to as blocking communication. They may be solution messages, put-down messages or indirect messages. All are equally lethal in stopping effective communication. Teacher/educators should be especially wary of falling into these deceptive traps.

Key Ideas

- o Charateristics of solution messages: ordering, directing, commanding, warning, threatening, promising, moralizing, preaching, shoulds, oughts, advising, giving solutions or suggestions, teaching, lecturing, giving logical arguments
- o Characteristics of put-down messages: judging, criticizing, disagreeing, blaming, making a negative judgment or evaluation of others, praising, agreeing, offering a positive evaluation or judgment, name calling, labeling, streotyping, interpreting, analyzing, diagnosing, reassuring, sympathethizing, counseling, supporting, probing, questioning, interrogating
- o Characteristics of indirect messages: withdrawing, distracting, using sarcasm, diverting, humoring, using indirection

D. Written Communication

Written communication should be kept simple with specific information given in a clear, concise way. Educational jargon should be avoided and correct spelling is a must! The communications must show concern and caring, as well as be informative. Written communication can be either informal or formal. Notes and announcements are examples of informal written communication, while newsletters, questionnaires, and conference requests are more formal.

Key Ideas

- o Provides a vital way of reaching parents
- o Exhibits simplicity and clarity
- o Shows concern, caring
- o Includes notes, announcements, newsletters, questionnaires, conference requests, and handbooks

Resources

Appendix O - Forms of Written Communication
Appendix P - Happy Grams
Appendix Q - Newsletter Form
Appendix R - Sample Newsletter
Appendix S - Parent Questionnaire
Appendix T - Parent Participation Survey
Appendix U - Conference Notification

E. Parent-Teacher Conferences

One of the most important forms of communication is the parent-teacher conference. A parent-teacher conference provides two distinct advantages over other forms of communication: 1) it provides for two-way communication between a child's home and the school, allowing the parents to present information about the child's life outside of school, and 2) it permits both teachers and parents the opportunity to ask questions, to discuss their common concerns about the student, and jointly to plan a program for improving the child's learning and development. When a conference is successful, the parents and the teacher become partners in the child's educational program.

Key Ideas

- o Provides two-way form of communication
- o Enables teachers and parents to ask questions, discuss concerns, and plan programs for learning and development

Parent-teacher conferences may be beneficial for all parties involved. Conferences give both parents and teachers greater insights into the child. Teachers can show parents how their children are achieving in relationship to their abilities. Teachers and parents can look at the "whole" child, not just at academic ability. Parents gain understanding of their children as well as of the school program. They can see that the teachers are interested in their children and begin to feel a common bond with the school. They are also given the opportunity to exchange ideas and ask the teachers questions. Teachers benefit by getting a better understanding of the home and family background, a chance to discuss problems and come up with possible solutions, a better basis for planning for the child in school, and new "partners" for working with the child.

Key Ideas

- Conferences can be beneficial for the children, parents, and teachers

Parent-teacher conferences have two limitations: 1) they require extensive time and skill, and 2) parents may be unable or unwilling to attend conferences. These limitations may be attributed to schools which do not actively involve the parents or allow teachers time for planning and conducting conferences and to teachers who are not well-prepared for conducting effective conferences. When parents attend a poorly planned conference set up by a poorly trained teacher, they can leave frustrated and antagonized.

However, when the teacher is adequately prepared, conferences can be crucial in developing important learning environments, both at home and at school. To be successful, the parent-teacher conference requires preparation and planning (See Appendix V). In order to keep the conference from becoming a confrontation, teachers should remember the following: 1) the other person will usually act as you act, 2) you never get a second chance to make a first impression, 3) listening to others is perhaps the most effective mechanism in the world for getting along with people, 4) no one ever wins an argument, and 5) be free with praise.

Key Ideas

- Requires both teacher's time and skill and parents' attendance
- Requires preparation and planning to ensure success

Resources

Appendix V - Guide for Parent-Teacher Conferences
Appendix W - Positive and Negative Expressions
Appendix X - Questions Parents May Ask

RESOURCE PACKAGE;
APPENDICES

APPENDIX A

HOW TO STUDY

Many books and pamphlets have been written on the topic of how to study. Some of these books are available from local libraries. A light enjoyable story, for instance, may be read rapidly, whereas a social studies assignment must be read very carefully in order to grasp the full meaning. In a similar manner, science or mathematical reading must often be read slowly and carefully, and may need to be re-read several times in order to get the full meaning. Parents should use the following suggestions to aid their children in developing POSITIVE work habits. The suggestions are of necessity, very general, but they should serve as a guide to better study habits. Additional information about studying is available at your parish or school library.

1. Have a program and follow it every day. Stay on task. There is no substitute for work!

2. Learn to concentrate. Practice for short periods at first, then for longer periods, with relaxation between periods.

3. Ask yourself questions and if possible do some reading aloud.

4. Read the lesson through rapidly at first. Get a hasty survey of the assignment. Read the second time with great care.

5. Use pencil and paper. Writing a statement helps fix it in your mind. Take brief notes as you study the lesson through the second time.

6. Look for main topics and sub-topics. Put these in outline form.

7. Practice review. It is well to review the previous assignment before starting a new one. Reviews pay big dividends.

8. Practice recall. Shut your book often and see how much of the paragraph or section you can recall.

9. Practice associations. Connect statements in the lesson with your own previous knowledge or experiences. Think of concrete examples.

10. Do not hesitate to use the dictionary.

11. Be independent. Do your own thinking. Study by yourself most of the time.

12. Aim to finish some assignments during school hours.

APPENDIX B

HOW TO INVOLVE PARENTS IN CONTENT AREAS

Parents are their children's first teachers and certainly should know their children best. It is imperative that they share in their children's education. Parents need to know what and how their children are doing in school. They need to know how they can extend effectively their children's learning time and help them reinforce and apply acquired skills and content learning.

Teachers need to provide an atmosphere that is conducive for developing an effective school partnership program. Three of the most important elements for meaningful parent involvement are first, the belief that low-income parents and parents of low educational achievers have the ability to contribute in significant ways to the education of their children; second, the recognition of the importance of the concern and willingness of educators to make a concerted effort to involve these parents in the development, support and assessment of effective parent-involvement activities; and finally, the awareness that children need to know that their home and school have their best interests at heart.

Educators alone cannot produce maximum learning. They must seek out and enlist families as active partners engaged directly and indirectly in the education of their children. These parents have a right and an obligation to become interacting partners with teachers in educational activities that benefit their children.

Parents As Partners In Content Area

I. Orientation/training: There should be a group conference of teacher, parents and students (for the first part of meeting, if feasible). This meeting is to be held after a meeting of parents of the entire student body, staff, and representatives of the district

A. Expectations-Concerns

1. Teacher

   a. Schedule.

   b. Homework assignment policy.

   c. Discipline.

   d. Utilizes special projects (fairs, field trips).

   e. Communicate.

2. Parents: Write three concerns (things you want to keep, drop, add, change), then pair off with a person sitting next to you to discuss, compare and revise the "concerns." Next, join a neighboring group and discuss, compare and revise. Finally, hold a full group session.

B. Course work

1. Discussion

   a. Review revised expectations/concerns.

   b. Review syllabi for content areas.

   c. Give a general description of teachers' strategies for each content area. Teachers would share their own strategies for continuity in developing academic skills.

2. Workshops-Teacher and Parents: Discussion and Modeling

   a. Share children's daily school experiences.

   b. Ways to extend learning time and reinforce learning are as follows:

      1. Review, practice and reinforcement - reward correct responses.

      2. Provide informal and formal enrichment and application of knowledge and skills in different situations.

   c. Present special projects/tasks and the due dates.

II. Implementation: Parent Involvement Activities

A. General

1. School

a. Encourage the use of teacher assistants for field trips, setting up laboratories, reading to children, listening to children read, checking and commenting on children's work assignments, monitoring class activities in different subject areas, using the VCR, library, etc.

b. Tutor, small group, one-on-one.

c. Have a guest speaker to share crafts/hobbies, vocation, vacation, experiences, etc.

d. Assist educators with fairs (science, social studies, book), as well as with special activities such as Invention Day, Louisiana Day, etc.

2. Home

a. Provide an atmosphere conducive for learning.

b. Share child's day at school....use informal open-ended questions and really <u>listen</u> and comment in positive way.

c. Monitor homework.

d. Be ready to assist when needed and don't interrupt unnecessarily.

e. Praise often! Be patient! Be interested! Be interesting! Be positive....expect success!!!

f. Monitor and analyze TV viewing and peer activities.

B. Content Areas

1. Reading

a. Read to and/or listen to children read...ask questions suggested in a study guide or ask your own questions.

b. Visit public library often and encourage reading books and magazines on a variety of subject matter, but let the child make his own selection.

c. Establish and adhere to a quiet family leisure reading time.

d. Look over reading papers from school and discuss with children in a non-threatening manner.

2. Spelling

a. Pronounce words clearly and correctly and have children repeat them.

b. Practice looking at the word carefully and commenting on how it is spelled.

c. Keep list of words they need to learn.

d. Practice spelling new words independently.

e. Keep dictionary in their study area to look up words.

f. Help children make own dictionary of "demon" words that plague them.

g. Play word game : Hangman, Junior Scrabble, etc.

h. Design or help them design crossword puzzles with new and review words.

3. Writing

a. Comment about neatness.

b. Model correct formation of letters.

c. Let your writing reflect good writing practices always.

d. Ask them to write notes for you....to paper boy, milkman, etc.

e. Encourage them to write creatively.

4. Language

   a. Model good sentence structure and grammar always and encourage them to do the same.

   b. Ask them to tell you how to....for practice in relating in proper sequence.

   c. Share experiences, books they have read, etc.

   d. Monitor their proofreading of all written work for correct spelling, sentence structure and punctuation, etc.

   e. Practice different ways of expressing same idea.

5. Mathematics

   a. Encourage children to attempt to solve problems and explain their procedures.

   b. Respect their approach at solving the problem if different from yours.

   c. Assist when needed.

   d. Avoid negativeness..."I could never do math either," etc.

   e. Play number games with them and challenge with number tricks, riddles, magic squares, etc.

   f. Involve them in using numbers for calculating money needed or spent, measuring recipes, figuring out utility bills, double-checking grocery tapes to see if they add up correctly, measuring the area for the patio, etc.

   g. Have mental drills on addition, subtraction, multiplication and division when children feel they've mastered these processes--(don't overdo it).

h. Help children tell time, keep time, set the alarm clock, etc.

i. Compute mileage on a trip.

j. Check their completed work: point out correct work and praise; have children explain procedures for incorrect examples (if possible),...if not model sample problem, then let children work problem again, explaining as they proceed.

6. Science

a. Encourage children to ask questions and seek answers.

b. Watch TV specials with children and discuss.

c. Encourage "collections" and provide space for them.

d. Bring science into everyday occurrences--baking, moisture on outside of cold glass of water, etc.

e. Visit museums, zoos, science centers, farm, feed store.

f. Take tour along ditch, collect pond water, walk in the woods, observe night sky.

g. Set up aquarium or visit pet shop.

h. Watch weather report and discuss, predict, etc.; make instruments for measuring wind direction, read thermometer, keep records, identify clouds.

i. Ask often, "What do you think will happen if.....?"

j. Contribute to "materials" needed for science activities at school....shoe boxes, baby food jars, etc.

k. Encourage long term projects emphasizing careful observations and record-keeping.

7. Social Studies

   a. Encourage locating Grandma's hometown and state on a map.

   b. Provide paper and pencil for drawing pictures of different "things" seen on the trip.

   c. Provide map puzzles, games, etc.

   d. Explore your block, your community - TV station, newspaper publication building, airport, courthouse, fire station, etc.

   e. Watch the local, state, and national news together and discuss.

   f. Subscribe to or check out news magazines such as National Geographic, Newsweek, etc.

   g. Encourage and help with individual projects.

8. Art and Music

   a. Provide materials and freedom to encourage creating rather than recreating/producing rather than reproducing.

   b. Ask children to share their works of art with you.

   c. Really appreciate the art work and respect his/her right to produce his/her own art forms...use critical judgment but don't be negative.

   d. Display art work on refrigerator door, bulletin board.

   e. Take children to junior art shows, arts and crafts centers, music festivals, museums.

   f. Encourage early interests in music and sing with children.

   g. Help children gather materials for art projects and provide space and time--Mardi Gras, Thanksgiving Day, Christmas, etc.

h. Encourage involvement in art classes at recreation centers or elsewhere.

i. Attend music programs with children at universities, civic centers, children's church/community choir.

9. Physical Education and Health

a. Encourage qualities of good sportsmanship in "contests" at home - how to be a good winner and a good loser.

b. Set up routines in personal hygiene early.

c. Set up routines in sleep time, playtime, free time, TV time and home-work time.

d. Provide balanced, nutritious diet.

These are some suggested educational activities parents can initiate and monitor at home to help extend their children's learning time and provide for meeting the individual needs of the children more adequately in all phases of the educational program. For a successful program all parties involved must be willing to assume their rights and responsibilities as parents and/or educator, administrator and student. Expectations, concerns and responsibilities must be spelled out beforehand. The lines of communication must be kept open. The school district must be prepared to address problems or concerns as they arise and to provide inservice for both teachers and parents. Encouragement and knowledge of childrens' progress must be a vital part of this program.

APPENDIX C

IDEAS FOR PARENT INVOLVEMENT

Home-School Communication: Communication is the foundation for all other parent involvement activities. Yet, most parents typically hear from the school only when their child is in trouble. Examples of positive efforts to improve communication are listed below.

Personal Contact

1. Hold a "Parent Get-Acquainted Coffee and Continental Breakfast" in the fall.

2. Invite new children and their parents to a "Get-Acquainted Hour" the week before school starts.

3. Invite new teachers and new parents to a tour of the district. Cover points of interest, local churches, facilities available in the area, places that could be used for field trips, boundaries of attendance area.

4. Develop a slide presentation orienting new parents and students to the school.

5. Establish regular visitation days for observation of classes and a chance for parents to offer constructive suggestions.

6. Invite parents to come with pupils to "See What I Do in School" one day during the year.

7. Invite parents to visit classrooms whenever they wish to do so and send special invitations for culmination of a unit, puppet play, songfest, etc.

8. Arrange meetings with parents whenever an innovation in curriculum and instruction is to be tried.

9. Invite parents of a particular grade level, such as sixth grade, to informal "buzz" sessions in small groups on school-related topics of concern to parents and teachers, such as discipline, homework, or communicating with that age child.

10. Have open houses for one grade level at a time. Small groups lend themselves better to communication.

11. Vary the times for open houses. Hold some in the afternoon, some at night.

12. Set up parent conference days during the school year for parents to come to school to discuss progress with their child's teacher.

13. Schedule a parent-teacher conference in a student's home. (It'll help you see what it's like for some parents to come to school.)

14. Hold monthly informal "rap sessions." Plan to share lots of information and do lots of listening to concerns while building good will and feelings of unity.

15. Organize special outreach efforts to hard-to-reach parents through telephone calls, home visits, special mailed invitations to parents in their home language to have lunch at school with children.

16. Invite fathers to a breakfast with teachers where discussion will take place and dads may then visit classes as their day permits.

17. Have teachers select a "Student of the Month." The student's parents are invited to lunch with the principal and parents of other "Students of the Month." Invite community leaders to the lunch, also.

18. Have children prepare a luncheon for parents, teachers, and themselves. Send handwritten invitations.

19. Invite several parents to sample the school lunch once a month. Seat them with the principal, a teacher, and several randomly selected students.

20. Invite each parent to have lunch with their child at school during American Education Week.

21. Let the students in your room cook an evening meal or a luncheon for their parents. While the parents are eating, let the children tell what they're learning.

22. Hold a bean and hot dog supper and open house coordinated with a talent show. Allow children to show their parents around the school building.

23. Hold a "Grandparent's Day" to honor grandparents, with special recognition given to those who have made a contribution to the school.

24. Hold a "Senior Citizen Day" at school, inviting grandparents and other older friends of the school. Provide transportation.

25. Set up a plan for principals to make "house calls."

26. Make it possible for teachers to make home visits at least occasionally.

27. Try neighborhood coffees in parents' homes. Invite people in area to meet informally with the principal and one or two teachers to talk about school and education.

28. Conduct home visits involving teachers and volunteers.

29. Be sure teachers are represented and recognized at PTA or other parent group meetings.

30. Encourage teachers to become more visible in the community.

31. Seek out the parents who never participate. Sometimes these parents feel inadequate or timid and simply need to be encouraged and needed.

32. Use the "grapevine" network; nothing is more powerful and gets the word out faster.

33. Provide translators and translations.

34. Establish a Home-School Cooperation Committee. Exchange reports with other schools.

Telephone

35. Make an effort to improve the telephone-answering techniques of everyone in the school office.

36. Try teacher phone calls to invite parents to back-to-school nights.

37. Occasionally, ask the child to have parents call the teacher rather than the teacher contact the parents.

38. Set up a listeners' bureau in your community. Suggest members advertise their telephone numbers. Let them know that you really want to know what is being said, and be sure to let them know when you have followed up on concerns they have shared with you.

39. Advertise one evening a week when parents or students can telephone the principal to ask questions or discuss problems.

40. Have teachers make at least one positive phone call per week to a parent to report on a child's accomplishment.

Written

41. Hold staff workshops on communication skills with a special focus on parents.

42. Have an information brochure on your school for visitors, for parents to send to grandparents, or for graduates to have as keepsakes.

43. Improve the quality and frequency of school newsletters. Try mailing home.

44. In each month's newsletter, publish the names and phone numbers of a few parents who are willing to talk to other parents about any interest or concern.

45. Set up an idea exchange in the school newspaper. Ask parents to send in ideas. Then, in a later issue of the paper, publish ideas and how they are used.

46. Write in the school plan that each teacher will send home weekly or monthly class newsletters.

47. Send home "Happy-Grams"--good news notes about students' accomplishments and achievements.

48. Send home weekly notices in a school envelope, inviting two-way communication on the envelope.

49. Send home weekly lesson plans (one page so parents can follow the week's lesson).

50. Send preprinted postcards to parents.

51. Provide a weekly student performance contract which student, parent, and teacher sign.

52. Set goals for each child and send home notes that parents must sign and return.

53. Send weekly or bimonthly progress reports to parents.

54. Reward students for returning signed notices, homework, etc.

55. Advise parents of the teacher's conference periods or other best times to reach the teacher.

56. Take note of the fact that more fathers are participating in school activities. Be sure to include fathers in all school communications.

57. Have a monthly birthday calendar posted in the hallway with everyone's birthday on it. Be sure to add new students when they arrive.

58. Request that when parents visit school they complete a survey, perhaps while enjoying a cup of coffee, on their interests and needs.

59. Obtain parent surveys on key issues and invite parent opinions (e.g., sexuality issues, discipline policies, home-school communications).

60. Have students conduct a survey of parents to evaluate the school and collect ideas for improvement. Distribute the survey results to all parents.

61. Survey after parent-teacher conferences. Ask how effective your conferences are and what additional kinds of information parents want about your school classroom. The responses will help you identify communication needs.

Other

62. Follow up on problems and resolve complaints-no matter how small or insignificant they may seem. Little things have a way of building into big things.

63. Turn people on. Show you are genuinely interested in what they are doing. Exude enthusiasm!

64. Have tooth envelopes for sending home the teeth that finally come out at school with a note from the teacher. These are tender moments parents don't want to miss.

65. Have parents obtain articles to be sold in "Santa's Secret Shop" to enable children to purchase gifts for family members.

66. Urge teacher education institutions to place more importance on home-school cooperation in their teacher education programs.

Parents as Learners: This category of involvement represents the opportunities schools are giving parents to learn about the school program and to increase their skills to help their children. Schools may wish to:

67. Reassure parents that parental support does make a difference.

68. Encourage parents to praise their child's successes.

69. Set up Parent's Shelf in the school library of books and materials which can be checked out by parents and used at home with their children.

70. Provide parents with learning materials.

71. Invite those who never come to school to come and observe the classroom; guide them in what to look for and discuss what they saw afterwards.

72. Hold "Brown Bag" days in which parents and teachers meet on an informal basis for lunch. Parent gets firsthand knowledge of types of programs and skills the child is doing.

73. Suggest parents shadow their student (jr./sr. high school) to experience a typical day.

74. Organize field trips with parents and students together.

75. Offer computer and family math programs where parents and students can learn together.

76. Arrange athletic and academic contests between parents, students, and teachers.

77. Provide specific information to parents on how they can help during parent/teacher conferences.

78. Hold demonstration classes for parents and other citizens.

79. Conduct a weekly class for parents, taught by the school nurse, on child health concerns.

80. Help parents learn about community resources available to help them.

81. Hold two to three hour seminars for parents on topics such as: "Helping Your Child Learn," "How to Help with Homework," "Coping with the Junior High Child," "Living with a Teenager," "Self-Esteem and Encouragement of Your Child."

82. Provide an opportunity for parents to get together with other parents for discussions about school problems.

83. Invite parents of a child having difficulties to meet with staff to explore ways to help and to use preventive techniques.

84. Link up parents of expelled or suspended students with parents who have successfully dealt with similar problems.

85. Conduct surveys and provide parents with research on such things as average hours of sleep per night by grade, average hours devoted to homework, television viewing, etc.

86. Organize a "Community School" to allow people of all ages to use your school for special interest classes, meetings, and recreational activities.

87. Find out location of Adult Basic Education or GED classes for parents who need to complete their education.

88. Offer English as a Second Language class and other adult classes at your school. This helps parents feel comfortable at school so that they become involved.

89. Involve parents in discussion about junior high school while their children are still in elementary school. Do the same for junior high parents before their children reach high school.

90. Hold high school department seminars for parents to help them help their children gain most from particular course offerings.

Parents as Teachers: Parents teach their children all the time. The school can play a role in helping parents teach.

At Home

91. Create a "How Parents Can Help" handbook which gives practical suggestions for home activities such as making out grocery lists, nature walks, etc.

92. Publish a monthly calendar of learning activities to be done at home for each day.

93. Help parents who are nonreaders to prepare their children to learn to read.

94. Have students interview their parents about how life has changed since their childhood.

95. Make progress charts-one at school for the teacher and one at home for the child and parent.

96. Suggest to parents ways to spend time with their children during the summer. Give them a list of community resources, places to visit, etc.

97. Provide parents with packets of learning materials to use during vacations.

98. Establish a district and schoolwide homework policy.

99. Provide information on how to ask questions and discuss homework.

100. Establish a "Homework Hotline" for parents to check on nightly assignments.

101. Give parents packets to take home and start libraries.

At Schools

102. Recruit and prepare parents to provide a wide range of volunteer services--lunchroom monitoring, paper grading, chaperoning field trips, resource person in classroom, and tutoring.

103. Utilize qualified parent volunteers to compile and create bilingual materials to be used by classroom teachers.

104. Ask parents to assist in special clinics or counseling area.

105. Have parent helpers in the library to permit it to be open more hours.

106. Have parent volunteers to assist with producing Fine Arts productions.

107. Use parent volunteers in class to help those who are not helped at home.

108. Establish a classroom speaker's bureau with parents or relatives of children sharing their experiences, hobbies, job information, etc.

109. Tap into unique abilities and skills of parents for special interest and after school classes for children such as arts and crafts, foreign language, dance, drama, hobbies, physical exercise, etc.

110. Use parents as field trip helpers and observers.

111. Solicit help of room fathers and mothers with book fairs, bicycle rodeos, carnivals, breakfasts, etc.

112. Offer after school, extended day programs with time allotted for homework.

113. Start "Saturday Clubs" to provide enrichment programs, film showing, family recreational activities, etc. at the school.

Parents as Advocates, Advisors, and Decision-Makers: Parents can serve a valuable role as member of task forces, advisory committees, and school boards. Ideas for involving parents in this way are listed below.

114. Organize a Parent Advisory Committee to give an opportunity for parents to contribute ideas and suggestions concerning their child's education.

115. Set up high school parent advisory groups to assist in curricular and instructional changes and to aid in establishing goals and objectives for each department.

116. Invite parents to serve on curriculum development and textbook adoption committees.

117. Have parents contact colleges with suggestions for potential teachers.

118. Provide instruction for parents, teachers, and principals who serve in these leadership roles.

119. Listen carefully and respond to parents' concerns and needs.

120. Give parents meaningful roles.

Use this list of 120 ideas as a discussion guide to develop 120 more ideas for increasing parent involvement in your school.

(Boren, 1984; Chrispeels, 1986; Colley, n.d., Community Education Section, 1985; Community Services Office, n.d.)

PARENTS AS RESOURCE PERSONS

Definition

A parent having particular skills, talents, or knowledge which he is willing to share with others is a potential resource person.

Rationale

Parents have been serving as resource persons to their children since their children were born. This valuable resource can be made available to other children if parents become involved as resource persons in the school setting. Parents who participate in this way can share their knowledge, talents, and skills with other children as well as their own. They may also be able to fill a role or provide information or talents which the teacher may not have. The sharing of parent resources provides all children learning opportunities which might otherwise be lost.

There are a multitude of ways in which parents can act as resource persons.

A. Parents are often aware of children's needs because of their knowledge of the customs, languages, mores, or traditions of the family or the community. This knowledge can be shared through the following:

1. Language
2. Music and dance
3. Cooking
4. Arts and crafts
5. Literature
6. History
7. Clothing
8. Games and sports
9. Religion
10. Walking trips to homes or other interesting places in the community
11. Special events (Cinco de Mayo, Black History Week, etc.)

B. Children are better able to understand the occupations of their parents and others if, as resource persons, parents share their particular skills with children. This helps children to become aware of their parents in a different role and to appreciate parents' responsibilities outside of the home.

1. They might demonstrate and/or talk about their occupations at school or at their place of employment. This could be done either for the entire class or a small group of children. It might become a part of a learning center featuring occupations.

2. They could demonstrate a particular skill relating to their occupation.

3. They could help the teacher collect materials relating to a certain occupation for use in a learning center.

APPENDIX D

HOME-SCHOOL RELATIONS ASSESSMENT

DIRECTIONS: Use the following questions to assess your parent involvement program.

1. Does your school have an organized parent involvement plan?

2. Does your program have a fairly equal distribution of involvement opportunities across the major categories?

3. Does your program have a fairly equal distribution of passive as well as active opportunities within each role/category?

4. Are parents from each of the major representational groups of your school population involved in your parent involvement program?

5. Is there continuity across grade levels of parent involvement and not just involvement by parents in certain grades?

6. Is training provided parents for any skills/knowledge they need in order to be successful in the different roles?

7. Is there adequate training and support for teachers?

8. Does the school provide multiple opportunity for two-way communication?

APPENDIX E

PARENT TIPS FOR SCHOOL CONFERENCES

A parent-teacher conference is a chance for two very important adults to talk about how a child is doing in school. It is a time for you, as a parent, to ask questions about any concerns you may have about your child's progress. Since the time allowed for conferences is often limited, it is helpful for both parents and teachers to plan ahead.

Here is a checklist that may help you get ready for your conference.

o HOW TO GET READY

_____ 1. Make a list of questions and concerns.
_____ 2. Ask your child if he/she has questions for the teacher.
_____ 3. Arrange for a babysitter for small children.

o QUESTIONS TO ASK

_____ 1. In which subjects does my child do well? Is my child having any trouble?
_____ 2. Does my child get along with other children?
_____ 3. Does my child obey the teacher?
_____ 4. How can I help at home?

o QUESTIONS THE TEACHER MAY ASK

_____ 1. What does your child like best about school?
_____ 2. What does your child do after school? (What are his/her interests?)
_____ 3. Does your child have time and space set aside for homework?
_____ 4. How is your child's health?
_____ 5. Are there any problems which may affect your child's learning?
_____ 6. What type of discipline works well at home?

o AT THE CONFERENCE

_____ 1. Please arrive on time.
_____ 2. Discuss your questions and concerns. (Use your checklist.)
_____ 3. Share information which will help the teacher know your child better.
_____ 4. Take notes if you wish.

o AFTER THE CONFERENCE

_____ 1. If you have more questions, or you ran out of time, make another appointment.
_____ 2. Tell your child about the conference.
_____ 3. Plan to keep in touch with the teacher.
_____ 4. If you were satisfied with the conference, write a note to the teacher.

DEVELOPED BY: The Parent Center; Albuquerque, New Mexico Public Schools

APPENDIX F

76 WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1. Tell stories to children.
2. Listen to children read.
3. Conduct flash card drills.
4. Provide individual help.
5. Assist in learning centers.
6. Set up learning centers.
7. Help contact parents.
8. Reproduce materials.
9. Work in clinic or library.
10. Check out audio-visual equipment.
11. Practice vocabulary with non-English speaking students.
12. Make instructional games.
13. Play instructional games.
14. Play games at recess.
15. Assist with visual tests.
16. Prepare visual materials.
17. Develop programmed materials.
18. Grade papers.
19. Prepare bulletin boards.
20. Help with book fairs.
21. Work with underachievers.
22. Reinforce Dolch words.
23. Help select library books.
24. Assist with field trips.
25. Make props for plays.
26. Set up or run bookstore or book exchange.
27. Gather resource materials.
28. Help children learn to type.
29. Help children with arts and crafts.
30. Help with cooking projects.
31. Check out books from public library.
32. Set up experiments.
33. Take attendance.
34. Collect lunch money.
35. Escort children to bathroom, library, cafeteria.
36. Work on perceptual activities.
37. Make list of library resources.
38. Visit a sick child at home.
39. Work with a handicapped child.
40. Prepare teaching materials.
41. Record grades.
42. Supervise groups taking tests.
43. Discuss careers or hobbies.
44. Show a filmstrip to a group.
45. Help young children with walking on a balance beam, jumping rope or skipping.

46. Reinforce learning of alphabet.

47. Reinforce recognition of numerals.

48. Drill recognition of color words.

49. Talk to children--be a friend.

50. Help children with motor skill problems.

51. Help children learn foreign language.

52. Play a musical instrument.

53. Help students who play instruments.

54. Make puppets.

55. Dramatize a story.

56. Help with handwriting practice.

57. Set up "grocery store" to practice math skills.

58. Drill spelling words.

59. Make reading carrels from boxes.

60. Tell stories
    - o with puppets
    - o with flannelboard

61. Assist with singalongs.

62. Show slides
    - o life in other countries
    - o parts of United States
    - o crafts
    - o games

63. Discuss care and training of pets.

64. Demonstrate different artistic abilities.

65. Discuss life from the point of view of a person with a handicap and the importance of understanding others.

66. Discuss different handicaps.

67. Discuss attitudes, feelings and emotions.

68. Share ethnic backgrounds and experiences.

69. Discuss farm life and farm animals.

70. Demonstrate gardening skills.

71. Help prepare assembly programs.

72. Discuss holidays and special occasions.

73. Discuss aspects of safety.

74. Share information about local history.

75. Demonstrate pioneer crafts.
    - o weaving
    - o candlemaking
    - o soapmaking
    - o musical instruments
    - o toys and dolls

76. Assist in preparing various courses
    - o photography
    - o creative dramatics
    - o knitting
    - o square dancing

Source: Little Rock, Arkansas Volunteers in Public Schools

APPENDIX G

WAYS VOLUNTEERS CAN HELP AT THE SECONDARY SCHOOL LEVEL

Use these ideas as starters.

1. Volunteers who are native speakers from other countries and people who speak a foreign language fluently can give language students extra practice in conversation or discuss the literature that advanced language students are reading.

2. Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities and college selections.

3. Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as the bombing in London during World War II, the Nazi holocaust, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.

4. Volunteers can help students use library sources and assist with research projects.

5. Volunteers can assist teachers in gathering resources for units of study.

6. Volunteer nurses may extend the work of the school nurse; for example, they might help teach cardio-pulmonary resuscitation to health classes.

7. Volunteers can tape record textbooks so that students who have reading problems may listen to cassettes as they read their assignments.

8. Volunteers can prepare tactile materials for visually impaired students--using large print typewriters, Braille machines, etc.

9. Volunteers can assist in science and math laboratories.

10. Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.

11. Volunteers can accompany the school chorus and help build sets for the school plays.

12. Volunteers who are artists and performers, such as musicians and dancers, can assist and encourage students who aspire to careers in fine arts.

13. Volunteers can arrange meaningful field trips into the community to augment class learning.

14. Volunteers can share collections, discuss careers, travels, hobbies, and other areas of special knowledge.

15. Volunteers can sponsor school clubs and interest groups.

16. Volunteers can assist with audio-visual equipment maintenance and scheduling, and with production of video cassettes and other AV products.

17. Volunteers can assist the staffs of student publications: yearbook, literary magazines, newspaper.

18. Volunteers can produce a parent-teacher newsletter to inform parents of students and school achievements and activities.

19. Volunteers can assist teachers in academic subject matter areas.

20. Volunteers can assist special education teachers, giving students extra drill and reinforcement of concepts.

21. Volunteers can assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.

22. Volunteers can help students who need to make up missed work.

23. Volunteers can supervise students who are taking tests.

24. Volunteers can assist non-English speaking students in expanding their vocabularies and improving conversational skills.

25. Volunteers can share slides and artifacts from other cultures and countries as well as from different sections of the United States.

26. Volunteers might share their own experiences, such as what it's like to be a handicapped person and how the handicap impacts on relationships and career choices.

27. Volunteers can demonstrate a variety of artistic abilities.

28. Volunteers from various ethnic backgrounds might share their individual life experiences.

29. Volunteers can assist in organizing a college fair.

30. Volunteers can assist in organizing a career exploration day or week.

Source: Little Rock, Arkansas Volunteers in Public Schools

APPENDIX H

WAYS WORKING PEOPLE CAN HELP AT SCHOOL

1. Saturday work parties may include beautifying the school yard, building playground structures, planting shrubs or trees and painting murals.

2. Saturday field trips can cover greater distances than on a school day. Adults can share with the children in learning and teaching.

3. Serve as a resource volunteer regarding various kinds of jobs such as policeman, fireman, baker, truckdriver, etc. or other areas of specialized knowledge.

4. Work on a school newsletter gathering news, editing, typing or stenciling.

5. Help with a fund-raising project held on a weekend: car washes, cake sales, bazaars, carnivals, barbeques, flea markets and garage sales.

6. Take a "business person's lunch" and play in the yard with youngsters during lunch hour.

7. Make educational games at home or during "make and take" sessions - game borads, drill cards and learning centers.

8. Collect materials of any type for art project: wallpaper, free materials, paper, wood, crayons, cloth, etc.

9. Post a school volunteer recruitment poster on one's shop or store.

10. As resource assistance, contact people who can assist the school program in various ways.

11. Get released time from employers.

12. Take pupils on a tour of working parents' shops or business during the school week or on the weekend.

13. Write down ideas regarding art projects or enrichment programs and share them with a school or academic supervisor.

14. Attend PTA or parent group meetings. All parents should be encouraged to support these groups.

15. Help with a potluck dinner. Each family brings food to reflect their ethnic heritage.

16. Type PTA newsletter, general school notes, proposals, classroom assessment projects, etc.

17. Take a day off to show slides or pictures from one's private collection. People often have slides from trips they have taken around the country or world. They can also bring in the souvenirs they brought home.

18. Repair toys and classroom materials. Teachers may not have the skills or equipment to do this.

19. Sew costumes for role play or shows, pillows for rest time and puppets.

20. Do woodwork at home. Build room dividers, learning centers or electric-boards out of scrap wood and cardboard.

21. Ask friends, relatives or local strangers to volunteer. All of us can be recruiters of volunteers. How about Grandma or Granddad or your friends at work.

22. Tutor a child in an after school/ nighttime tutorial center. Check with the school for specific programs and hours.

23. Make attendance calls. Phone the parents of students who miss school to make sure they are aware of the child's absence.

24. Babysit. Offer occasionally to keep the children of parents who are willing to participate in a special school project or event.

25. If you still need ideas, ask a principal or teacher how you can help after school is out for the day.

SOURCE: Little Rock, Arkansas Volunteers in Public Schools

APPENDIX I

WAYS TO SHOW APPRECIATION TO VOLUNTEERS

1. Greet the volunteer by name; encourage students to use volunteer's name.
2. Thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when children are not present; speak briefly with the volunteer each day before departure.
4. Celebrate the volunteer's birthday, and encourage students to write occasional thank-you notes.
5. Use the volunteer's special talents, knowledge and interests in assigning tasks.
6. Give the volunteer increasing responsibilities and more challenging tasks.
7. Share articles and books of mutual interest such as articles/books on child development, learning styles, or content area in which the volunteer works.
8. Include the volunteer when planning class activities.
9. Include the volunteer in staff meetings and in-service training when appropriate.
10. Send a letter of appreciation.
11. Take the volunteer to lunch.
12. Call or write when the volunteer is absent or ill.
13. Invite experienced volunteers to train newer volunteers.
14. Seek training opportunities for the volunteer, perhaps by providing a PTA scholarship to a volunteer conference or workshop.
15. Write an article on the volunteer's contribution for your volunteer newsletter, school newspaper, or community paper.
16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or TV station.
17. Nominate your volunteer for a volunteer award.
18. Celebrate outstanding contributions or achievements.
19. Commend the volunteer to supervisory staff.
20. Ask volunteer to help evaluate program and suggest improvements.
21. Ask the children to evaluate the performance of volunteers; share their comments with the volunteer.

22. Help plan a recognition event, an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents, and community leaders.

23. Accommodate the volunteer's personal needs and problems.

24. Enable the volunteer to grow on the job.

25. Write a letter of recommendation when the volunteer requests it.

...from In-Service Training Models, developed by the National School Volunteer Program/National Education Association Teacher Training Task Force.

APPENDIX J

HINTS FOR BETTER LISTENING

1. Develop the desire to listen. You must want to hear what the person has to say.

2. Find something interesting in what the other person says.

3. Become actively involved; ask for clarification when uncertain on something that was said, or if additional explanation is needed.

4. Be physically and psychologically alert when entering a listening situation. The conference time should be convenient for both parties.

5. Be nonjudgmental. Let the speaker's message sink in without making decisions about it.

6. Resist distractions. Avoid noises, views, people, or anything that will distract from the speaker.

7. Look for common themes. These will be repeated over and over during the conference.

APPENDIX K

ACTIVE LISTENING

Behaviors Required for Active Listening

1. Repeat critical phrases of the person to whom you are listening.
2. Reflect on what has been said, rather than trying to formulate and interject your next comment or idea.
3. Use word for word repeating to help insure understanding.
4. Paraphrase.
5. Summarize.
6. Non-verbal behaviors such as feeling and content body language that were mentioned as passive listening skills are required behaviors.

Guidelines for Active Listening

1. Listen carefully to the basic message of the speaker.
2. Restate a simple, concise summary of the basic content and/or feeling of the message.
3. Observe a cue or ask for a response to confirm the accuracy/helpfulness of the restatement.
4. Allow the speaker to correct your restatement if it was inaccurate.

APPENDIX L

ATTITUDES FOR ACTIVE LISTENING

1. Want to hear what the person has to say. Be willing to take the time to listen. If the time is not convenient, say so.

2. Genuinely want to be helpful with their particular problem at the agreed upon time.

3. Genuinely accept the person's feelings, whatever they may be or however different from the feelings you think a person "should" have. This attitude takes time to develop.

4. Recognize that feelings are transitory, not permanent. Feelings change; hate can turn to love and discouragement may quickly be replaced by hope. Consequently, don't fear feelings being expressed.

5. Recognize that each individual is different with rights to feelings and opinions. By allowing the person to meet his/her needs, the listener becomes a helping agent and an effective communicator.

THE I - MESSAGE

SITUATION:

THE PARENTS OF A CHILD WHO HAS BEEN VERY DISRUPTIVE IN THE CLASSROOM HAS COME IN FOR A CONFERENCE AT YOUR REQUEST. THE PARENTS ACCUSE YOU OF DISLIKING THE CHILD AND PICKING ON THEIR KID.

DESCRIPTION OF BEHAVIOR	CONCRETE EFFECTS	FEELINGS

I - MESSAGE:

SITUATION:

YOU AND THE PARENTS OF A CHILD WHO HAS BEEN SUSPENDED FROM SCHOOL FOR FIGHTING ON THE PLAYGROUND ARE IN A CONFERENCE AT THE PARENTS' REQUEST. THE PARENTS ARE TRYING TO GET SCHOOL WORK TOGETHER FOR THEIR SON SO THAT HE WILL NOT GET BEHIND. THE PARENTS ARE ANGRY BECAUSE THE OTHER KID "STARTED" THE FIGHT AND TEACHER SHOULD HAVE BEEN THERE "ON DUTY."

DESCRIPTION OF BEHAVIOR	CONCRETE EFFECTS	FEELINGS

APPENDIX N

THE CONFLICT RESOLUTION PROCESS

Step 1: Defining the problem in terms of needs, not competing solutions

First, state the problem in a way which does not communicate blame or judgment. Sending "I" messages is one effective way of stating a problem in a non-judgmental, non-punitive way. After you have made a problem statement or delivered an "I" message, begin actively listening so you can empathize with the other person's feelings and needs. Ask clarifying questions so that you can understand his/her side of the problem. Before going to Step 2, be sure both of you accept the definition of the problem.

Step 2: Generating possible solutions without evaluating them

Creativity enters into the process at this point as you both brainstorm. All possible solutions must meet the criterion of meeting both your needs in solving the problem.

Step 3: Evaluating and testing the various solutions

At this point, honesty is essential. Which of the solutions will work best? Which has the best chance of being carried out by both of you? If necessary, rethink the situation and come up with additional solutions.

Step 4: Deciding on mutually acceptable solution

Both of you must make a commitment to one solution. To do this, neither should use power or persuasion. Both must freely choose to write down solution so there will be less chance of misunderstanding what was to be done.

Step 5: Implementing the solution

Carrying out the solution generally means talking about who is to do what by when. Trusting that the other person will carry out his part of the agreement is essential. However, if the solution is not implemented, you have another problem which can be processed in the same way; if it is not implemented, you may have to confront the other person with an "I" message about his lack of action.

Step 6: Evaluating the solution

If a weakness in the solution becomes apparent, you may have to re-process the problem. It should be understood that all decisions are open to reevaluation and modification.

Source: Gordon's Teacher Effectiveness Training

APPENDIX O

FORMS OF WRITTEN COMMUNICATION

Notes

Notes are often written to inform parents of problems, but should also be written to inform parents of the positive things their children have done. "Happy Grams" which are sold commercially (See Appendix P) or just small slips of paper with a simple message can improve parent-teacher relations, as well as improve the childens' self-concepts.

Announcements

Announcements for programs, class parties, class projects, or impending field trips let parents know that teachers want to share their children's special occasions with them. The announcements should include all vital information including the time, place, and date of the event. Announcements or invitations can be used as a meaningful handwritting lesson and decorated as an art project.

Newsletters

Newsletters can range from simple to sophisticated and can be sent home weekly, monthly or as information is gathered. In lower grades, teachers can duplicate a simple form at the beginning of the year and fill in information on a regular basis (See Appendix Q). At the middle school or secondary levels, students can be assigned the responsibility for developing the newsletter on a rotational basis. Besides communicating with parents, the students are given a wonderful opportunity to use their writing, spelling, typing or word processing skills. Newsletters may include curriculum information, future units to be studied, songs learned, reminders of important dates, recipes used, games and activities to do at home, and accomplishments of the children (See Appendix R).

Questionnaires

Questionnaires are an important means of finding out parents' needs in relationship to their children's education. One type of questionnaire can survey how parents feel the school can help them in their job of parenting (See Appendix S), while another can identify their involvement in the school (See Appendix T). The results can be utilized to set up programs. Both types can be sent out early in the school year, with the responses duplicated and submitted to a central location, office or media center, to form a resource file.

Conference Notes

Although specific conferences will be held as the need arises, regular conferences should be held so that parents do not feel that their children are being "singled out" and so that all parents will be informed of their children's progress. Conference notes should be short and simple and give the parents several choices for conference times (See Appendix U). Parents should be notified of their scheduled appointment times through follow-up notes or newsletters.

Handbooks

School handbooks can introduce parents to the policies of the school as well as inform them of activities and resources. The following items could be considered when compiling handbooks: registration procedures, invitations to visit the school, conference and progress reports, special events, testing and evaluation programs, school facilities, special programs (choir, band, etc.), summer programs, academic programs, dress codes, discipline policies, community resources, scheduling, supply and other fees, cafeteria policies, and school calendars.

HAPPY GRAMS

MIGHTY NICE!

Any way you slice it,

_____
Name

did a nice job

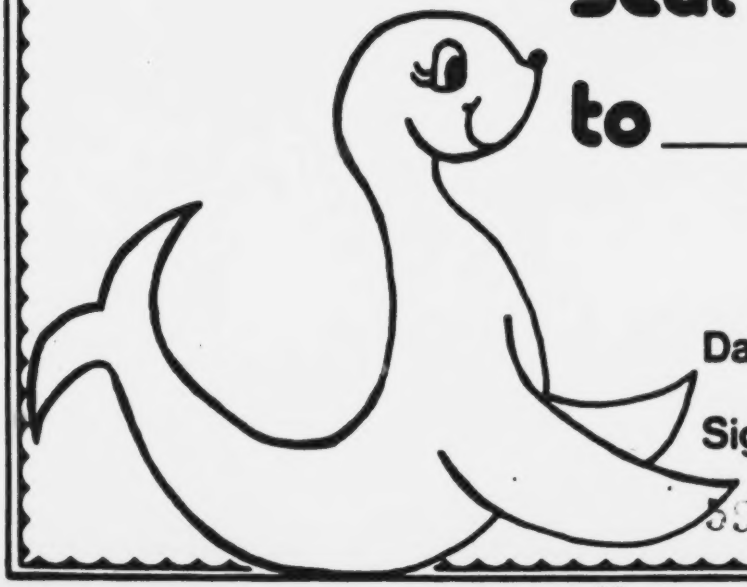
_____

_____
Signed

PLACE STICKER HERE

T-486 MIGHTY NICE! © 1981 TREND enterprises, Inc. St Paul MN 55164 Printed in the U S A

Super Subtraction Seal is Awarded to _____

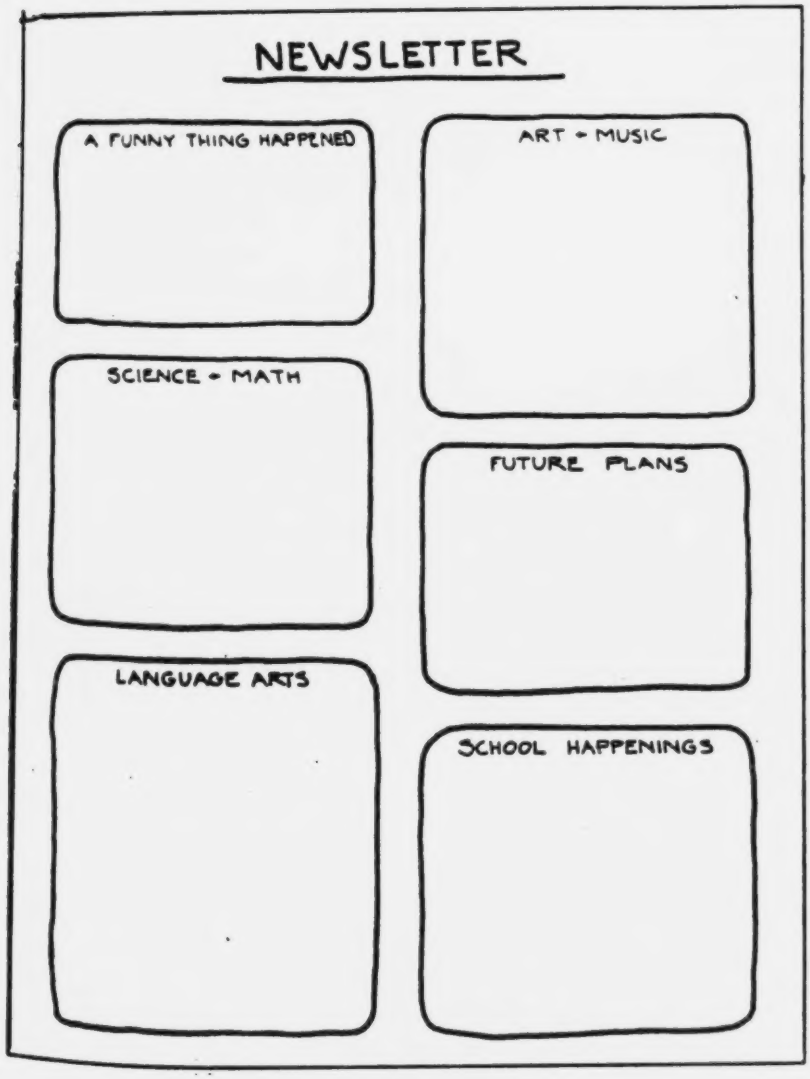


Date _____

Signed _____

APPENDIX Q

NEWSLETTER FORM



SOURCE: Berger, E.H. Parents as Partners in Education: The School and Home Working Together. (2nd ed.) Columbus, Ohio: Merrill Publishing Co., 1987.

APPENDIX R SAMPLE NEWSLETTER

Monthly Messages from Many Mini-Moppets

SLU Lab School Kindergarten October 1, 1982

We began the school year by learning about our new school. During the staggerd days we met our specialists, learned our schedule and got used to our school routine. We were also tested to see how well we knew our colors, shapes, numbers, and letters, and to find out what areas we need to work on.

Our first unit was on an important topic-MYSELF. We studied ourselves, our families, pets, and houses. In Art we made paperplate faces, family collages, construction paper animals, and drawings of our houses. In Science, we measured our height and weight, made popcorn, classfied animals as to whether they lived on land, sea or air, and made little "front yards" for our houses out of milk cartons. We planted rye seed and we are now ready to cut the grass with our scissors.

In reading readiness we worked in our workbooks, made a chart about pets, and met our first letter person, "Mr. M--Munchy Mouth". In Math we made simple classifications according to different criteria.

Our next unit was on colors. For two weeks we studied the primary colors and secondary colors as well as brown, black, and white. On red day we made a "Red Head" collage, took a red walk and made a chart of all the red things we saw, and played color-shape bingo. On blue day we made blue shaving cream monoprints by mixing shaving cream and dry tempera, creating a fingerpainting, and pressing a piece of paper over to make a print. We also tested items to see whether or not they floated or sank. We matched color words to colors and sorted objects by color. On yellow day we made yellow cottonball chicks, sorted different colored objects and made "sunshine windows" out of paper plates and yellow plastic sheets. We cut holes in our paper plates, taped yellow plastic over the hole, and then looked at the world through our "Sunshine Windows". On orange day we made paper oranges, coloring and cutting them out. We also peeled carrots and made a delicious Dill Dip for snack time. We played color shape bingo, too. On green day we dyed macaroni green and made necklaces. We created blob paintings with blue and yellow paint which, we discovered, turned green when mixed.

In reading readiness we met our new letter person Mr. T-Tall Teeth-and continued working in our Ginn Series workbooks. In Math we made comparisons of large and small objects as well as continuing to group objects into sets.

During the third week of September we continued our unit on colors. On purple day, we painted with purple pudding in Art and had a grape tasting party. We tasted several products from one food source excluding grapes, grape juice, grape jelly, and grape candy. On brown day we collected twigs, acorns, and leaves to make brown collages. We also made chocolate oatmeal cookies for snacktime. On black day we made black cats out of different shapes and tested black material to see if dark colors absorb heat. On white day we made soap sculptures from ivory soap flakes and cut snowflakes out of white paper. In science we used all five senses to detect which mystery powders were sugar, salt, powdered sugar, or flour. On Friday, we had our culminating activities. In science we used a prison to break up light into a rainbow and then we drew rainbow pictures. In Art we painted color wheels mixing our primary colors to make secondary colors. Throughout the two weeks we learned a lot about colors - not just their names, but also how we mix them and how beautiful they make our world.

Our new letter person was Mr. F-Funny Feet-and we learned to distinguish words that began with the "f" sound. In math we have begun counting objects and grouping them into sets.

This week we have been studying shapes. On circle day we made circle prints in Art and made circular biscuit donuts in science. They were yummy! On square day we made square faces out of various sized squares. In science we made "S'mores" by spreading marshmallow creme on square graham crackers, adding chocolate rectangles, and melting them in the oven. They were really delicious. On rectangle day

we sorted objects as to whether they were squares or rectangles, made sponge paintings with rectangular sponges, and played a shape-matching game. On triangle day we made jewelry by rolling up paper triangles, taping them and stringing them as necklaces or bracelets. In science, we made pyramids with gumdrops and toothpicks. We came to the conclusion that a pyramid is made up of 4 triangles. On Friday our shape of the day was an octagon. We all made stop signs and then went on a Shape Hunt around campus. We found shapes on buildings, cars, fire hydrants, sidewalks and used our stop signs to stop traffic as we crossed streets.

Our new letter person was Mr. H --- Horrible Hair - and we practiced finding words that began with "h." We emphasized shapes and shape words in math this week.

In the next few weeks we will be studying units on the 5 senses, fall, and numbers. Please discuss these concepts with your children.

Dates to Remember

October 8-----Fair Day---No school for Children

October 22----Halloween Carnival!!!

September Birthdays

27-------Crosby Blackwell

Recipe

Dill Dip

½ pt. mayonnaise
1 pt. Sour Cream
3 T. dill weed
3 T. minced onion
1 T. seasoned salt

Mix all ingredients. Enjoy with vegetables!

Special Thanks To:

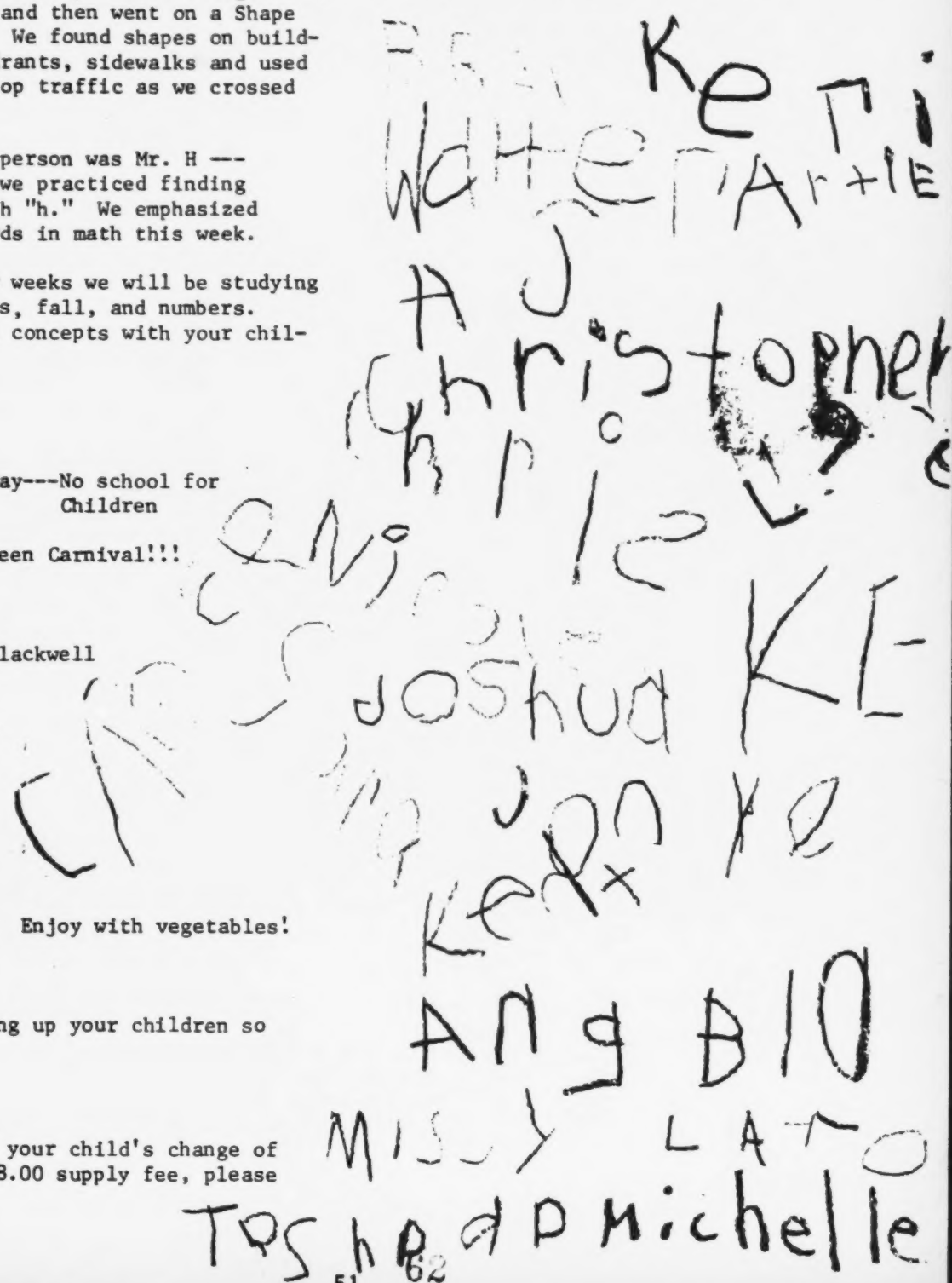
All of you for picking up your children so promptly!

Gentle Reminder

If you have not sent your child's change of clothes, towel, or $8.00 supply fee, please do so. Thank you.

Sharing Days: Please let your child bring something to share on his special sharing day.

Monday--A.J., Missy, Michelle, Chris
Tuesday--Crosby, Artie, Lee, Sara, Kent
Wednesday--Tashunda, Walter, Dontrell, Nicole
Thursday--Joshua, Latowia, Christopher, Kennedy, Angela
Friday---Kenya, Keri, Jon, Brad



PARENT QUESTIONNAIRE

PARENT QUESTIONNAIRE

This questionnaire is written to give you, the parents, an opportunity to express your needs and desires in your relationships with schools or child care centers. What could the school or child care center do to make your role as a parent easier, more nurturing, and more possible to achieve?

1. Area in which you live: ☐ Urban ☐ Suburban ☐ Rural
2. Address: _____
3. Number of children: _____
4. Ages of children: _____ _____ _____ _____ _____
5. Sex of children: _____ _____ _____ _____ _____
   (Please place the sex designation under the correct age.)
6. Status of parent: ☐ Two parents ☐ Divorced and remarried ☐ Divorced and single ☐ Single
7. Parent answering questionnaire: ☐ Mother ☐ Father
8. Age of parent: ☐ Under 18 ☐ 18 to 21 ☐ 21 to 45 ☐ Over 45
9. Have you visited your child's school or child care center? ☐ Yes ☐ No
10. Why did you visit?

11. What encourages you to visit?

12. Which aspects of the school or child care center did you like best?

If you were principal of the school or director of the child care center, which programs and activities would you have for parents and their children? Which of these programs would you use as a parent?

	School should offer		*I would use*	
	Yes	*No*	*Yes*	*No*
13. Parent education and preschool program	☐	☐	☐	☐
14. Parent education and toddler program	☐	☐	☐	☐
15. Child care during conferences	☐	☐	☐	☐
16. Resource or parent room	☐	☐	☐	☐
17. Crisis nursery	☐	☐	☐	☐
18. Newletters	☐	☐	☐	☐
19. PTA or PTO	☐	☐	☐	☐
20. After-school programs for children whose parents work	☐	☐	☐	☐
21. Parent volunteers	☐	☐	☐	☐
22. Parents as resource persons in the room	☐	☐	☐	☐
23. Parents as tutors	☐	☐	☐	☐
24. Parents Anonymous	☐	☐	☐	☐
25. Parent-to-parent support groups	☐	☐	☐	☐
26. Special support groups for single parents	☐	☐	☐	☐
27. Activities and guides for parents to use with children during holidays and spring break	☐	☐	☐	☐
28. Parent advisory committee	☐	☐	☐	☐
29. Home visits by teachers	☐	☐	☐	☐
30. Home visits by parent aides	☐	☐	☐	☐
31. Parent-teacher conferences	☐	☐	☐	☐

Continued.

32. Would you like programs to be held at alternative times? ☐ Yes ☐ No
33. Would you like programs during: ☐ Day ☐ Evening ☐ Saturday
34. Would you like after-school services for your child and self? ☐ Yes ☐ No
35. How long each day do you need child care or education for your children?
☐ 2 hr ☐ 3 hr ☐ 4 hr ☐ 5 hr ☐ 6 hr ☐ 7 hr ☐ 8 hr ☐ 9 hr
36. How long each day would you like kindergarten to be?
☐ 2 hr ☐ 3 hr ☐ 4 hr ☐ 5 hr ☐ 6 hr
37. In which areas do you need help for your child/children?

38. In which areas do you need help for yourself as a parent?

39. Where would you go for help? Can you give a source for each of the following?
Health care: _____
Information: _____
Evaluation of child
Educational: _____
Gifted or handicapped: _____
Emotional: _____
Emotional support for parent: _____
Emergency child care: _____
Child care placement: _____
Educational enrichment for child/children: _____
Other needs: _____
40. What would you like to know about your center or school's program?
Preschool: _____
_____
Primary: _____
_____
Intermediate: _____
_____
Secondary: _____
_____
41. What would you like to know about your center or school's facilities?

42. Which qualities in a director or principal make you feel "at home" and give you confidence in the school or center?
Preschool: _____
_____
Primary: _____
_____
Intermediate: _____
_____
Secondary: _____
_____
43. Which qualities make a good teacher?
Preschool: _____
_____
Primary: _____
_____
Intermediate: _____
_____
Secondary: _____
_____
44. Additional comments:

SOURCE:

Berger, E. H. Parents as Partners in Education: The School and Home Working Together. (2nd e
Columbus, Ohio: Merrill Publishing Co., 1987

64

APPENDIX T

MADISONVILLE ELEMENTARY
Rosenwald Road

_____ 1. Be a room parent. Help call parents for volunteer work.

_____ 2. Help with class parties.

_____ 3. Drive your car for field trips (immediate areas). How many children can you take?

_____ 4. Come on a regular basis to help with a group of children, for instance one day a week for ½ hour and if so, what day and time and what grade level? _____

_____ 5. Come on a regular basis to assist teachers with paper work.

_____ 6. Play a musical instrument in class. Name of instrument. _____

_____ 7. Give a talk on your profession. What is your profession? _____

_____ 8. Demonstrate a craft.

_____ 9. Send refreshments for a class party.

_____10. Supervise a class while a teacher attends a meeting or workshop. What days are you available? _____

_____11. Help with a class project.

_____12. Have a class in your home for an Easter hunt or picnic.

_____13. Bring ingredients for a simple recipe, mix and serve it for a class.

_____14. Can you offer any other assistance to the school? Please list.

_____

_____

_____

_____

_____
Signature

_____
Home (Telephone) Work

APPENDIX U

CONFERENCE NOTIFICATION

Dear Mr. and Mrs. _____.

We are looking forward to meeting with you and discussing _____ experiences and progress at school. Will you please let us know when a conference would be most convenient for you? Please check the date and time of day you could come.

Thank you,

_____
Teacher or principal's name

	Afternoon 1 to 4 PM	Evening 6 to 9 PM
Tuesday, November 12	_____	_____
Wednesday, November 13	_____	_____
Thursday, November 14	_____	_____

Could you give a first and second choice? Please write "1" for your first preference and "2" for your second.

Please return by _____

Dear _____,

Thank you for your response to our request for a conference time. Your appointment has been set for _____(time) on _____(day) _____(month and date) in room _____.

We have set aside _____ minutes for our chance to talk together. If the above time is not convenient, please contact the office, and we can schedule another time for you.

We are looking forward to meeting with you.

Best wishes,

_____
Teacher

Dear Mr. and Mrs. _____.

During the school year, I will be making periodic telephone calls to parents of my students. I am able to call on Wednesday afternoon from 3:30 PM to 5 PM or on Tuesday evening from 7 PM to 9:30 PM. Could you mark the time that would be most convenient for you?

Should you want to call me, you will find me available on Thursday evenings from 7 to 9 PM. Feel free to call my home at _____ if you have questions or would like to talk.

I am looking forward to visiting with you this year.

Best wishes,

_____

- -

Telephone call preference

Tuesday: ☐ 7:00 to 8:00 ☐ 8:00 to 9:00 Wednesday: ☐ 3:00 to 4:00 ☐ 4:00 to 5:00

If none of these times is convenient, please let me know.

SOURCE: Berger, E.H. Parents as Partners in Education: The School and Home Working Together. (2nd ed.). Columbus, Ohio: Merrill Publishing Co., 1987.

APPENDIX V

GUIDE FOR PARENT-TEACHER CONFERENCES

I. PREPARATION

A. Keep records of various types throughout the year to substantiate conclusions expressed by teachers concerning pupils' growth including standardized tests, grades, anecdotal records, checklists, and papers.

B. Prepare summary statements in advance on an evaluation sheet based on above records and teacher's observations and judgment.

C. Assemble samples of children's school work to show parents.

II. PHYSICAL ARRANGEMENT

A. Plan informal setting with comfortable seating.

B. Insure privacy and absence of interruptions.

C. Sit near the parents, not behind a desk, in order to give the feeling of partnership.

III. CONFERENCE ATMOSPHERE

A. Make parents feel welcome and that their contributions are essential.

B. Start and finish conference on a positive note. Discuss the child's strength along with areas of his needs.

C. Let parents know that you think their child is important.

D. Make parents feel that the conference is more than a friendly chat, that it is a period of professional consultation focusing on clearly stated purposes.

E. Use passive/active listening skills as appropriate.

F. Avoid educational jargon and negative expressions (See Appendix W).

G. Keep other children out of the discussion in order to concentrate on the individual child.

H. Be tactful and truthful. Put yourself in the place of the child and the parents and attempt to determine what effect your remarks have on them.

I. Encourage parents to talk, ask questions, and propose solutions for consideration.

J. Suggest alternative approaches for joint consideration in dealing with a child's problem. This makes the parents participators in developing tentative plans and may lead to a discussion that will help them adopt a plan of his own.

K. Avoid arguing with parents for this will create resentment and resistance. When it is desirable to change a parent's point of view, be as diplomatic as possible.

L. Avoid imposing your own opinions. Let insight on the part of the parent evolve through discussion.

M. Make plans together for continuing progress. Concentrate on one or two things on which you can work to help the child.

N. Summarize by restating briefly the important points of the conference. Agree upon the action needed, clarify next steps.

O. Impress upon parents they are welcome any time at school.

P. Be prepared for many types of questions. (See Appendix X).

APPENDIX W

POSITIVE AND NEGATIVE EXPRESSIONS

In addition to our educational vernacular, there are many expressions which we use that may leave a fake, or undesirable impression. Here is a list of expressions which may leave a negative impression, with a kinder, more positive phrase which might be used:

NEGATIVE EXPRESSIONS	MORE POSITIVE EXPRESSIONS
Must	Should
Lazy	Can do more when he tries
Trouble maker	Disturbs class
Uncooperative	Should learn to work with others
Cheats	Depends on others to do his work
Stupid	Can do better work with help
Never does the right thing	Can learn to do the right thing
Below average	Working at his own level
Truant	Absent without permission
Impertinent	Discourteous
Steal	Takes without permission
Unclean	Poor habits
Dumbbell	Capable of doing better
Help	Cooperation
Calamity	Lost opportunity
Disinterested	Complacent, not challenged
Expense	Investment
Contribute to	Invest in
Stubborn	Insists on having his own way
Insolent	Outspoken
Liar	Tendency to stretch the truth
Wastes time	Could make better use of time
Sloppy	Could do neater work
Incurred failure	Failed to meet requirements
Mean	Difficulty in getting along with others
Time and again	Usually
Dubious	Uncertain
Poor grade of work	Below his usual standard
Clumsy	Not physically well co-ordinated
Profane	Uses unbecoming language
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Bashful	Reserved
Show-off	Tries to get attention
Will fail him	Has a chance of passing, if

APPENDIX X

QUESTIONS PARENTS MAY ASK

Is my child doing as well as he should in school?

What group is he in and why?

What kind of books is he using?

May I see some of his work?

Does he get along well with the other children?

Have you noticed any special interests, aptitudes, or abilities?

Does he obey you?

Have you noticed any signs of initiative, originality, and responsibility in the classroom?

Does he respect the rights and property of others?

How is he getting along in individual subjects?

How can I help at home?

What is my child's IQ?

Does my child get to class on time?

Does he eat his lunch?

Is it all right to call you at home?

==========

DON'T BE SHOCKED IF A SEEMINGLY ROUTINE QUESTION POPS UP. LIKE:

What time does school start?

How much are lunches?

Have you seen my child's coat?

==========

****Remember, if you don't know the answer to a question, admit it and promise to find out and call with the answer. Make a note of it in front of the parents.

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